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ABSTRACT

This is an individually administered test designed to evaluate programs that teach English as a second language, specifically the Southwestern Cooperative Educational Laboratory's (SWCEL) Oral Language Program for children in the primary grades. A major goal of the test is to elicit responses in as "spontaneous" a manner as possible in order to arrive at a reasonably realistic assessment of a child's speech. Test materials consist of an administrator's manual and a kit of props which provide stimuli for the desired, tape recorded, children's responses. No special skills are required to administer the test. Classroom teachers, familiar with the directions, stimuli, desired responses, and use of the props can administer the test in about 10-15 minutes. While pronunciation and vocabulary items are included, major emphasis is upon grammatical competence. Scoring is done at the SWCEL from the taped conversation. A total score and two part scores (Vocabulary and Pronunciation--items 3-26, and Use of English Grammatical Structures--items 27-83) may be obtained. The test is not standardized; however, field testing of the instrument has provided general categories of scores which permit classification of groups of students in terms of English fluency and data on reliability and validity. (RF)

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TEST OF ORAL ENGLISH PRODUCTION

Southwestern Cooperative Educational Laboratory, Inc.
117 Richmond Drive, N.E.
Albuquerque, New Mexico 87106

August, 1969

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ACKNOWLEDGMENTS

The Southwestern Cooperative Educational Laboratory believes in the principal that student needs should be diagnosed before educational prescriptions are determined. In keeping with this principal the SWCEL has followed up on earlier work undertaken by the late Lois Michael at the University of California in Los Angeles in 1968.

Miss Michael designed and field tested an oral-aural (listen-respond) diagnostic test which is used as an instrument to determine entering behaviors for Spanish-speaking, Indian and Negro students at the pre-school and elementary levels who may have need for the SWCEL developed Oral Language Program.

The current test, known as the SWCEL Oral Language Test, was constructed and field tested by the SWCEL staff capitalizing on many important concepts earlier conveived by Lois Michael. The project to write the test was directed by Dr. Max Luft, with the support of staff personnel, Emily Chrysler, Janice Lujan, and Connie Martin and with the advice and assistance of Dr. Robert Reeback and Helgi Osterreich. Illustrations are by the artist Gwen King.

TABLE OF CONTENTS

		Page
1.	Introduction	1
	General purpose Use	
2.	Administrator Suggestions	2
	Test materials Test conditions Reinforcing	
3.	Administration	4
	Test activities Directions, stimuli, responses Prompting Test format	
4.	Scoring	7
	Procedure Allocation of points Maximum and minimum responses Evaluations from scores	
5.	Test Validity & Reliability	11
6.	Chart of Test Items	13
	What each item measures Maximum score credit Minimum score credit OLP lesson in which items are taught	
7.	List of props	20
8.	Test items	21

INTRODUCTION

This test was designed to provide a means of evaluating programs that teach English as a second language, specifically the Southwestern Cooperative Educational Laboratory's Oral Language Program for children in the primary grades. It is suitable for both pre-testing and post-testing. A major goal of the test is to elicit responses in as "spontaneous" a manner as possible in order to arrive at a reasonably realistic assessment of a child's speech. There are major difficulties here,--especially in the elicitation of questions and relatively complex constructions in the context of a rather carefully structured verbal interchange.

The test is administered with the aid of a series of props that provide stimuli for the desired responses. These responses may range from single words to complete sentences. While pronunciation and vocabulary items are included, the major emphasis is on grammatical competence, that is, how well the child is able to produce well-formed responses of varying degrees of complexity.

TO THE ADMINISTRATOR

Test materials consist of an administrator's manual and a kit of props. Other necessary items are a tape recorder and tapes, a table where you and the child can be alone.

Proper test conditions are necessary for successful administration and optimum results. Examine the test and run a number of trials before attempting to administer it. Once you are familiar with the directions, stimuli, desired responses and use of props, the test can be given with ease in about 10-15 minutes.

Since the test probably will be given in a school, you should have advance contact with the building principal and the teachers involved. Discuss the testing conditions and stress that you will be working with children individually, that the test is tape recorded, and that you need a quiet room where you can talk with each child alone. A quiet setting is important in order to record the child's voice clearly and with a minimum of background noise.

You can keep the atmosphere relaxed if you know the test well and establish rapport with the child. It is suggested that you talk briefly with the child before beginning. This could be done while bringing him from the classroom. The test should be introduced as a game with pictures and objects for him to see and talk about. Since a room other than the classroom is used, it is important to explain your purpose to the child before taking him from the classroom. Arrange the table and chairs so that they are comfortable for the child and convenient for you. It is suggested that you sit beside the child rather than across the table from him.

The child should be reinforced with a variety of responses during the test. Select your responses carefully and individualize them. Some children respond well to direct verbal praise, others become reticent at this and do better with more casual praise such as a nod or a smile. Some children enjoy being touched while they are verbally rewarded. Spoken responses you might use are "very good,""thank you," "okay," and "that's right."

Give the child ample time to answer the stimulus, but keep the pace moving so that the conversation is directed to the test. The amount of time necessary to respond will differ among children. If a child becomes restless, he can be given a brief break. Please turn the tape recorder off during any breaks.

BASIC ADMINISTRATION INSTRUCTIONS

The test is organized into five types of activities. In the first activity, the child is given a box of items to identify. In the second activity, the animals from the box are used to elicit responses such as prepositional phrases. The third activity is aided by the use of two marbles in a small box. The fourth activity introduces a book with pictures of Mary and Tony in various settings. In the fifth activity, no props are used and emphasis is on things that the child and administrator are doing.

Each item usually begins with administrator's directions which are in italics. In capital letters, indented and below the directions, are the administrator's verbal directions to the child. Further ...

indented to the right and set in quotes are the desired responses. For clarity, some directions are interspersed with the administrator's verbal stimulus. When this is done they are put in parentheses as well as italics and are written as briefly as possible. Further directions are sometimes given at the end of an item. An underlined word indicates that another word of the same class is acceptable.

The administrator's verbal directions to the child may be repeated if necessary; however, any directions should be repeated only once. If repeating is necessary, try to repeat only the words most necessary to achieve the response. Repeating might be needed especially when the desired response is a question.

The first two items serve as an introduction and a name check. In items 3-26, the child may be prompted if he does not give the desired vocabulary word. Try to get him to say the word first by using a prompt such as: "What else is it called?" In this way, the child will still score a vocabulary point if he says the word before the administrator does.

If he still does not give the desired response, use the prompt "say cup" (or whatever is wanted) in order to see if he can handle the pronunciation. Prompt the child on items 27-83 if he gives an incomplete or minimal type response. Prompting is <u>not</u> used if an ungrammatical response or no response is given. The only prompt used is "tell me (the desired response)" or "ask me (the desired response)", depending on the structure wanted. Any prompt should only be used <u>once</u> for an item. The score is lower if prompting is necessary. Prompts should be stated in a form that requires the child to change some of the words for answering whenever possible.

Example: Item 39-

Say-"GIVE ME THE <u>DOG</u>." *(Child should give you the animal he has.)*

WHAT DID YOU DO?

Desired Response-"I gave you the dog."

Child's Response-"the <u>dog</u>"

Prompt-"TELL ME THAT YOU GAVE ME THE <u>DOG</u>."

Child's Prompted Response-"I gave you the dog."

In all cases a child may use either contractions or the long form of words.

The teaching sequence is used between items 26 and 27. A special tape is inserted into the recorder at this point for Mary's voice. This sequence is added to help the child understand what is desired of him in his verbal responses.

Included in each test kit is a cloth pad which should be used to cover the table surface in front of you and the child. This will help to absorb any noises made by the props.

SCORING

Scoring of the test is done at SWCEL from the taped conversation and is marked on a 1230 machine scoring sheet. Responses are diagnosed by trained scorers and the child may range from minimum to maximum points for items. Scoring instruments consist of a scoring key, a listing of possible responses, and the machine scoring sheet.

The child scores one point for responding to items 1 and 2.

Items 3-26 are scored for vocabulary and pronunciation of sounds. One point is given in the vocabulary section for each item the child knows. If the child does not identify the item and the tester has to say it for him to repeat, a point can still be alloted for each sound the child uses which is being tested.

Items 27-83 measure a child's ability to use English grammatical structures. The chart on page 9 indicates what each item measures, what is necessary for maximum or minimum score credit, and the Oral Language Program lesson in which the English structures are first taught. A child may range from 1-3 points for items 27-83. These items are scored and the type of response is graded as to its completeness and it's spontaneity.

It is felt that the more spontaneous and complex a response, the higher the score should be. Different types of responses are scored in separate columns. The four categories of responses for items 27-83 are: 1. A three point score is allocated when a spontaneous and complete response is given without prompting. 2. Two points are scored for minimal response given without prompting. 3. Two points are scored for a complete response given with prompting. 4. One point is given for a minimal response that was produced only after prompting.

A child's total test score is the sum of all of the above mentioned scores.

To allow for further evaluation, a supplementary scoring section is used. This gives one point for each grammatically correct English structure that a child uses which differs from the English structure being tested.

Three types of evaluation may be made from the scores. One is in assessing relative strengths and weaknesses of an individual or class by noting individual part scores. A second evaluation may be gained by comparing various student's scores within the same school or class. Third, growth scores may be obtained by comparing pre-test and post-test scores. This may be done for individuals and classes.

RELIABILITY

Reliability has been established by the "split-half" method, and by test-retest method.

The reliability obtained by the split-halves method is the reliability of half the test rather than the whole test. Correction by the Spearman-Brown prophecy formula of the split-halves correlation has given a reliability of .92. Seventy-one pupil records were analyzed.

The test-retest reliability was established with 10 pupils. There was one week duration between pre-test and post-test. Reliability was established with a correlation of .91.

VALIDITY

Validity of items was first established by factor analysis of items. Only meaningful factors were included in the test items.

A further check on validity was established by correlation of the SWCEL revised oral language test with the Michael Test of Oral English Production. Correlation on the total test score for 22 people was .74. Eleven subjects received the revised test second. There was a one week delay between the two tests.

CHART

This chart is included to clarify what each test item measures and the Oral Language Program lesson in which each item is first taught. Most of the items are repeated, reviewed, or retaught in subsequent lessons. In items 3-26, the numbers given after vocabulary words indicate where the vocabulary word is introduced, those given after the phonetic symbols indicate where the specific sound is introduced.

	What Test Items Measure	OLP Lesson	Introduction
1.	Child responds to question "What's your name?"	4	Child's name.
2.	Child responds to "Ask me what my name is."	4	What's yours or any response directed to the question.

	What Test Items Measure		OLP Lesson	Pronunciation	Vocabulary Word	
3.	The stressed mid-central vowel.	ʌ		cup	cup	70
4.	The low high-front vowel.	ɪ	95	pig	pig	88
5.	The mid-back or low-back vowel.	ɔ or ɑ	100	dog	dog	16
6.	The diphthong	aw	105	cow	cow	88
7.	a. The voiceless glottal fricative b. The retroflex /r/ followed by the alveolar nasal n, with the consonant cluster	h rn		horn	horn	
8.	The diphthong	ay	104	knife	knife	39
9.	The low high-back vowel	ʊ		book	book	2
10.	The voiceless interdental fricative	θ	60	three	three	90

	What Test Items Measure		OLP Lesson	Pronunciation	Vocabulary Word	
11.	The voiceless alveolar affricate	tš	110	chair	chair	50
12.	The high-front diphthong	iy	64	sheep	sheep	
13.	a. The voiced alveolar affricate	dž	111	jacket	jacket	40
	b. The low-front vowel	æ	9			
14.	a. The voiceless labio-dental fricative	f	32	five	five	91
	b. The voiced labio-dental fricative	v	41			
15.	a. The unstressed mid-central vowel	ə	9	potato	potato	67
	b. The mid-back diphthong	ow	99			
16.	a. The retroflex r	r	13	eraser	eraser	7
	b. The mid-front diphthong	ey	103			
17.	a. The voiceless palatal fricative	š	39	shoes	shoes	82
	b. The high-back diphthong	uw	16			
18.	The lateral after the bilabial stop /b/	bl	143	table	table	33
19.	The lateral after the velar stop /g/	gl		glass	glass	71
20.	The retroflex /r/ after the voiceless stop /t/ and before vowels.	tr	145	tree	tree	
21.	The retroflex /r/ after the bilabial stop /b/ and before vowels	br	144	brown	brown	81
22.	The retroflex /r/ after the voiceless stop /k/ and before vowels	kr	146	crayon	crayon	35
23.	The voiced interdental fricative	ð	37	mother	mother	34
24.	The high, low-back diphthong	ɔy	106	boy	boy	37
25.	a. The labio-velar glide before vowels	w	74	wagon	wagon	17
	The voiced velar stop	g				
26.	The velarized alveolar lateral after vowels	L	120	ball	ball	5

	What Test Items Measure	OLP Lesson	Maximum Score Credit	Minimum Score Credit
27.	A negative transitive sentence with 3rd person singular subject.	11	He doesn't have a ball.	He doesn't.
28.	A transitive sentence with 3rd person singular subject.	14	She has a ball.	A ball.
29.	A progressive verb with object.	122	She is <u>rolling</u> [her / the] ball.	<u>Rolling</u> [her / the] ball.
30.	A transitive sentence with 1st person singular subject.	3	I want [a / the] <u>dog</u>.	[A / The] <u>dog</u>.
31.	A transitive sentence with 1st person singular subject.	6	I have [a / the] dog.	[A / The] dog.
32.	A prepositional phrase with *behind* or *in back of*	53	[The sheep / It] is [behind / in back of] [the cow. / them]	[Behind / In back of] [the cow. / them]
33.	A prepositional phrase with *in front of*	53	[The pig / It] is in front of [the dog. / them]	In front of [the dog. / them]
34.	A prepositional phrase with *by*	41	[The pig / It] is [by / beside / next to / near]	[By / Beside / Next to / Near] the dog.
35.	A prepositional phrase with *under*.	49	[It / The pig] is [beneath / under] [my / the] hand.	[Under / Beneath] [my / the] hand.
36.	A prepositional phrase with *on*.	40	[It / The pig] is [on / on top of] [my / the] hand.	[On / On top of] [my / the] hand.

	What Test Items Measure	OLP Lesson	Maximum Score Credit	Minimum Score Credit
37.	A transitive sentence in future tense.	126	I'll take [this one. / the dog]	[The dog. / This one.]
38.	A transitive sentence with demonstrative article.	38	I want [this / that] one.	[This / That] one.
39.	A transitive sentence in past tense with indirect object pronoun.	144	I gave [you the dog. / it to you.]	Gave [you the dog. / it to you.]
40.	A *what* question with *have*.	6	What do you have?	
41.	A *do* question with *have*.	7	Do you have a marble?	
42.	A sentence in past tense with verb *to be* and a prepositional phrase with *in*.	134	They were in the box.	In the box.
43.	A sentence with verb *to be* and the subject *it*.	34	It is.	
44.	A sentence with predicate adjective or noun following adjective.	80	It's [a blue marble. / a blue one. / blue.]	
45.	A *do* question with the conjunction *or*, or a *which one* question.	38	Do you want this one or that one?	
			or	
		137	Which one do you want?	
46.	A transitive sentence in past tense with 2nd person singular subject.	120	You took [the marble. / it.]	
47.	A short form answer to *do* question in 2nd person singular.	7	[No, / Yes,] I [don't / do].	
48.	A *who* question with verb *to be*.	28	Who is he?	

	What Test Items Measure	OLP Lesson	Maximum Score Credit	Minimum Score Credit
49.	A short form answer to a *do* question in third person singular.	11	[No, he doesn't. / Yes, he does.]	
50.	A sentence in future tense.	126	He [is going to write. / is going to draw. / will write. / will draw.]	
51.	A *what* question with have using 3rd person singular subject.	14	What does [Tony / he] have?	
52.	A transitive sentence with 3rd person singular subject.	10	[Tony / He] has a box.	A box.
53.	A predicate adjective.	80	[It / The box] is [big. / little.]	
54.	A sentence with present progressive verb.	122	[Tony / He] is [looking at / holding] the box. [Looking at / Holding] [the box. / it]	
55.	A *do yes-no* question with 3rd person singular subject.	11	Does [Tony / He] have a kitten?	
56.	A transitive sentence with plural object.	62	I see [some kittens. / three kittens. / kittens.]	Kittens. / Some kittens. / Three kittens.
57.	The modal *can* in a transitive sentence.	117	[You / I] can close the box. [You / I] can.	
58.	A *what* question with verb *to be*.	29	What is he?	
59.	A predicate nominative sentence.	29	He is a fireman.	A fireman.
60.	A *where* question with verb *to be*.	41	Where is [Tony? / he]	

	What Test Items Measure	OLP Lesson	Maximum Score Credit	Minimum Score Credit
61.	A possessive pronoun.	50	[Her book / Her's]	
62.	A transitive sentence with 3rd person singular subject and numeral *one*.	90	She has one book.	One book.
63.	A sentence with negative verb *to be* and 3rd person singular subject.	85	He isn't.	
64.	The use of a double adjective before noun.	84	He's a big red dog.	A big red dog.
65.	A locative prepositional phrase with *at*.	58	They are at school.	At school.
66.	A possessive proper noun.	53	Mary's.	
67.	A question with the verb *to be* and the conjunction *or*.	79	Is it hot or cold?	
68.	The use of *any* in a negative sentence.	76	[Tony / He] doesn't have any.	[Tony / He] doesn't.
69.	A count noun of mass noun.	73	A bowl of ice cream.	
70.	A transitive sentence with optional infinitive verb.	76	I like ice cream.	
71.	A *what* question with optional infinitive verb.	5	What do you like?	
72.	A short form answer with verb *to be* and 1st person singular subject.	25	I am.	Me.
73.	The use of a plural noun.	62	I have fingers.	Fingers.
74.	A *how many* question with prepositional phrase.	90	How many do I have on my hand?	How many do I have?

	What Test Items Measure	OLP Lesson	Maximum Score Credit	Minimum Score Credit
75.	The use of present progressive.	98	I'm standing.	Standing.
76.	A *where* question with present progressive.	98	Where are you sitting?	
77.	A *what* question with present progressive.	98	What are you doing?	
78.	The short form answer to *yes-no* question with modal *can*.	116	[Yes, / No,] I [can. / can't.]	
79.	A short form answer to *yes-no* question with modal *will*.	128	[Yes, / No,] I [will. / won't.]	
80.	A sentence with negative verb *to be* with 2nd person singular subject.	99	[You're not. / You aren't.]	
81.	The use of a possessive pronoun.	50	It's [mine. / my hand.]	[Mine. / My hand.]
82.	The use of a possessive pronoun.	50	It's [your ear. / yours.]	[Your ear. / Yours.]
83.	The use of a present progressive with 1st person plural subject.	101	We are clapping.	Clapping.

TEST PROPS

A. Box of Models

1. Cup
2. Pig
3. Dog
4. Cow with horns
5. Knife
6. Book
7. Chair
8. Sheep
9. Jacket
10. Potato
11. Eraser
12. Pair of shoes
13. Table
14. Glass
15. Brown crayon
16. Letter five
17. Letter three
18. Family Picture

B. Small box containing two marbles

C. Notebook of Pictures

1. Tony with a pencil.
2. Tony with a box of kittens.
3. Tony as a policeman.
4. Tony and Mary outside the school.
5. Tony and Mary in the cafeteria.

D. Teaching Tape

E. Table Pad

1. Say HELLO, WHAT'S YOUR NAME?

"Child's name"

2. Say ASK ME WHAT MY NAME IS.

"What's [*your name?* / *your's*]"

For items 3-26. Give the child a box with models of items to identify. Order is not important, and score is for vocabulary and pronunciation.

As he identifies them, separate the animals for use in item 30. Arrange the picture on the bottom of the box. Prompt the child by saying "say cup" (or the appropriate item) if he does not give the desired word. When the child has the cow, point to a horn and ask what it is. When he has the number three and the number five, if he does not know them, hold up the appropriate number of fingers for him to identify. When he has the crayon ask what color it is. Note the directions for items 22-26 which are necessary when the child has the picture.

Say GIVE ME ONE THING AT A TIME AND TELL ME WHAT IT IS.

3. Cup
4. Pig
5. Dog
6. Cow
7. Horn
8. Knife
9. Book
10. Three
11. Chair
12. Sheep
13. Jacket
14. Five
15. Potato
16. Eraser
17. Shoes
18. Table
19. Glass
20. Brown
21. Crayon

22. Point to father and then to mother.

Say THIS IS THE FATHER AND THIS IS THE _____.

"Mother"

23. Point to the girl and then to the boy.

Say THIS IS THE GIRL AND THIS IS THE _____.

"Boy"

24. Point to wagon.

Say WHAT'S THIS?

"Wagon"

25. Point to ball.

Say WHAT'S THIS?

"Ball"

26. Point to the tree.

Say WHAT'S THIS?

"Tree"

27. Hold up family picture. Point to boy.

Say DOES HE HAVE A BALL?

"He doesn't have a ball."

28. Point to girl.

Say WHAT DOES SHE HAVE?

"She has a ball."

29. HE IS PULLING HIS WAGON. (Point) WHAT IS SHE DOING? (Point)

"She is <u>rolling</u> [her / the] ball."

* * * * * * * * * * * * *

30. Put the pig, cow, and dog and sheep on the table in front of the child.

Say WHAT DO YOU WANT?

"I want [*the* / *a*] *dog*."

Give child selected item.

31. Say WHAT DO YOU HAVE?

"I have [*the* / *a*] *dog*."

32. Line up the animals, one in back of the other in this order: pig, dog, cow, sheep. Point to sheep.

Say WHERE IS THE SHEEP?

"[*The sheep* / *It*] *is* [*in back of* / *behind*] [*the cow.* / *them.*]"

33. Point to the pig.

Say WHERE IS THE PIG?

"[*The pig* / *It*] *is in front of* [*the dog.*" / *them*]

If child does not respond with a prepositional phrase, tell him the answer before going on.

34. Move the cow and sheep to one side, put the pig beside the dog with the pig closest to the child.

Say NOW, WHERE IS THE PIG?

"[*The pig* / *It*] *is* [*beside* / *by* / *next to* / *near*] *the* [*dog.*" / *it*]

35. Say PUT YOUR HAND HERE. (Help child put his hand over the pig.)

Say WHERE IS THE PIG?

"[*The pig* / *It*] *is* [*beneath* / *under*] [*my* / *the*] *hand.*"

36. Put the pig on child's hand.

Say WHERE IS THE PIG?

"[*The pig is* / *It's*] [*on top of* / *on*] [*the* / *my*] *hand.*"

37. Put animals together again. Select an animal.

Say I'LL TAKE THIS ONE. WHICH ONE WILL YOU TAKE?

"I'll take [*this one.*" / *the dog*] (Child takes an animal.)

38. Say MAY I HAVE IT NOW? (Put it in your empty hand.)
DO YOU WANT THIS ONE (indicate hand) OR THAT ONE (indicate).

"I want [*this* / *that*] *one."*

39. Give child the animal.

Say GIVE ME THE DOG. (Child should give you the animal he has.)

WHAT DID YOU DO?

"I gave [*you the dog."* / *it to you*]

Put all the animals back in the large box.

* * * * * * * * * * *

40. Hold the small marble box in your hand.

Say WOULD YOU LIKE TO KNOW WHAT I HAVE? (shake the box)

ASK ME WHAT I HAVE.

"What do you have?"

Say A TOY. (shake the box)

41. Take the marble out of the box without the child seeing it, but let him watch the procedure.

Say I HAVE SOMETHING IN MY HAND. ASK ME IF I HAVE A MARBLE.

"Do you have a marble?"

Say YES, I DO. (open your hand) AND HERE IS ANOTHER ONE.

Take the other marble out of the box.

42. Put the other marble in your hand and point to the empty box.

Say WHERE WERE THE MARBLES?

"They were in the box."

43. Give the child one marble. Hold up your marble.

Say IS THIS A <u>GREEN</u> MARBLE?

"It is."

44. Point to the child's marble.

Say WHAT COLOR IS YOUR MARBLE?

"It's [*a <u>blue</u> marble.*
a <u>blue</u> one
<u>blue</u>]*"*

45. Say NOW, YOU TAKE THE OTHER MARBLE TOO. (Give to the child and help him so he has one in each hand.)

ASK ME IF I WANT THIS ONE (indicate child's hand) OR THAT ONE (indicate).

"Do you want this one or that one," or "Which one do you want?"

46. Take the marble.

Say I'LL TAKE THIS ONE.

WHAT DID I DO?

"You took [*the marble.*/*it*]*"*

Put the marbles in the small box, and put the box away.

* * * * * * * * * * * *

47. Put the book in front of the child.

Say DO YOU WANT TO LOOK IN THIS BOOK?

"[*Yes,* / *No*] *I* [*do* / *don't*]."

Say OPEN THE BOOK. (Open it if necessary)

48. Hold the name tag flap down.

Say DO YOU WANT TO KNOW WHO HE IS? (Pause)
ASK ME WHO HE IS.

"Who is he?"

Lift the name tag.

Say HE'S TONY.

49. Let the child help turn all of the pages in the book.

Say DOES HE HAVE A PENCIL?

"[*Yes,* / *No,*] *he* [*does* / *doesn't*]."

50. Say WHAT WILL TONY DO WITH HIS PENCIL?

"*He* [*will write* / *is going to write*]."

51. Say I WONDER WHAT TONY HAS IN THIS HAND (point to the hand behind Tony's back). ASK ME WHAT TONY HAS.

"What does Tony have?"

Say LET'S SEE.

52. Turn page.

Say WHAT DOES HE HAVE?

"[Tony / He] *has a box."*

53. Say IS THE BOX BIG OR LITTLE?

"[The box / It] *is* [little / big]"

54. Say WHAT IS TONY DOING?

"[Tony / He] *is* [looking at / holding] [the box. / it]"

55. Say I WONDER IF TONY HAS A KITTEN IN THE BOX. ASK ME IF TONY HAS A KITTEN.

"Does [Tony / He] *have a kitten?"*

56. Say OPEN THE BOX----WHAT DO YOU SEE?

"I see [*some kittens.*" / *three kittens* / *kittens*]

57. Say WHO CAN CLOSE THE BOX?

"[*You* / *I*] *can close the box.*

Turn the page.

58. Say HERE IS TONY AGAIN AND HE IS PLAYING. HE IS A POLICEMAN. I WILL PUT ANOTHER HAT ON TONY. CLOSE YOUR EYES. (Put on a fireman's hat). ASK ME WHAT HE IS.

"What is he?"

Say LET'S SEE.

59. Say OPEN YOUR EYES. (Pause) WHAT IS HE?

"He is a fireman."

60. Say I WONDER WHERE TONY IS. ASK ME WHERE TONY IS?

"Where is [*Tony* / *he*]*?"*

Say HE'S AT SCHOOL.

61. Turn page.

Say HERE ARE TONY AND MARY AT SCHOOL.
THEY HAVE BOOKS. THIS IS HIS BOOK. (Point)
AND THAT'S----------(Point)

[*"Her book."* / *Her's*]

62. Point to Mary's book.

Say HOW MANY BOOKS DOES MARY HAVE?

"She has one book."

63. Say THE DOGS HAVE FOLLOWED MARY AND TONY TO SCHOOL. IS HE A BIG DOG? (Point to little dog).

"He isn't."

64. Say HE IS A LITTLE YELLOW DOG. (Point) WHAT IS HE? (Point)

"He's a big red dog."

65. Say WHERE ARE THEY?

"They are at school."

Turn page.

66. Say HERE ARE TONY AND MARY IN THE CAFETERIA.

THIS IS TONY'S LUNCH (point).

WHOSE LUNCH IS THIS? (Point)

"Mary's"

67. Say HE HAS A BOWL OF ICE CREAM (point). IT'S COLD. SHE HAS SOMETHING TOO (point). ASK ME IF IT IS HOT OR COLD.

"Is it hot or cold?"

Lift the cover.

Say SHE HAS SOUP AND IT'S HOT.

68. Say DOES HE HAVE ANY SOUP? (Point)

"[Tony / He] doesn't have any."

69. Say THIS IS A BOWL OF SOUP. (Point)
WHAT'S THIS (point to the ice cream)?

"A <u>bowl</u> of <u>ice</u> <u>cream</u>."

70. Say TONY LIKES ICE CREAM. WHAT DO YOU LIKE TO EAT?

"I like ice cream."

71. Say ASK ME WHAT I LIKE.

"What do you like?"

Say I LIKE FOOD.

Put the book away.

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72. Say WHO'S (name of child being tested)?

"I am."

73. Hold up one hand and wiggle your fingers.

Say I HAVE FINGERS ON MY HAND. (Point to child's fingers)
WHAT DO YOU HAVE ON YOUR HAND?

"I have fingers."

74. Say PUT YOUR HANDS BEHIND YOUR BACK.
ASK ME HOW MANY FINGERS YOU HAVE ON YOUR HAND.

"How many do I have on my hand?"

Say LET'S SEE. YOU HAVE FIVE.

75. Say STAND UP. (Child should stand)
I'M SITTING, WHAT ARE YOU DOING?

" I'm standing."

76. Stand up, help the child turn so his back is to you, then sit down.

Say ASK ME WHERE I'M SITTING.

"Where are you sitting?"

Say ON THE CHAIR. NOW PLEASE SIT DOWN ON YOUR CHAIR.

77. Tap your knee with your finger.

Say ASK ME WHAT I'M DOING?

"What are you doing?"

Say I'M TAPPING.

78. Say CAN YOU TAP YOUR FINGER?

"[I'm, / I'm] I [can, / can't]"

79. Tap a finger on each hand.

Say WILL YOU TAP TWO FINGERS?

"[I'm, / I'm] I [will, / won't]"

Stop tapping.

80. Say AM I RUNNING?

["You're not." / You aren't]

81. Say THIS IS MY HAND (point).
WHOSE HAND IS THIS? (Point to child's).

"It's [my hand. / mine]"

82. Point to your ear.

Say WHOSE EAR IS THIS?

"It's [your ear. / yours]"

83. Clap your hands softly.

Say I'M CLAPPING MY HANDS. YOU CLAP YOUR HANDS.
(Pause and clap with the child.) WHAT ARE WE DOING?

"We are clapping."

84. Say DO YOU SPEAK SPANISH?

"Response"

Say DO YOU SPEAK ENGLISH?

"Response"

Say ¿HABLAS ESPAÑOL?

"Response"

Say ¿HABLAS INGLÉS?

"Response"

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RANDOM NUMBERS

51772	74640	42331	29044	46621	62898	93582	04186	19640	87056
24033	23491	83587	06568	21960	21387	76105	10863	97453	90581
45939	60173	52078	25424	11645	55870	56974	37428	93507	94271
30586	02133	75797	45406	31041	86707	12973	17169	88116	42187
03585	79353	81938	82322	96799	85659	36081	50884	14070	74950
64937	03355	95863	20790	65304	55189	00745	65253	11822	15804
15630	64759	51135	98527	62586	41889	25439	88036	24034	67283
09448	56301	57683	30277	94623	85418	68829	06652	41982	49159
21631	91157	77331	60710	52290	16835	48653	71590	16159	14676
91097	17480	29414	06829	87843	28195	27279	47152	35683	47280
50532	25496	95652	42457	73547	76552	50020	24819	52984	76168
97136	40876	79971	54195	25708	51817	36732	72484	94923	75936
27989	64728	10744	08396	56242	90985	28868	99431	50995	20507
85184	73949	36601	46253	00477	25234	09908	36574	72139	70185
54390	21154	97810	36764	32869	11785	55261	59009	38714	38723
65544	34371	09591	07839	58892	92843	72828	91341	84821	63886
08263	65952	85762	64236	39238	18776	84303	99247	46149	03229
39817	67906	45236	16057	81812	15815	63700	85915	19219	45943
62257	04077	79443	95203	02479	30763	92486	54083	23631	05825
53298	99276	62545	21944	16530	03878	07516	95715	02526	33537